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ABSTRACT

Students' test scores are influenced by their subject matter knowledge, their physical and emotional health, and their skill in the mechanics of test taking. Designed for use in the Detroit (Michigan) Public Schools, this document focuses on improving skills in the mechanics of test taking. The first section overviews strategies for administrators, test coordinators, teachers, students, and parents for before, during, and after a test. The remaining six sections, identified as levels A-F, contain handouts and practice exercises to be used, as appropriate, with students in any grade. Topics covered include: choosing answers that make sense; trying all parts of a test; and following directions. Answer keys for the practice exercises are provided at the end of each section. It is not intended that students work through the entire set of exercises at one time, rather, the exercises should be used throughout the school year in a manner that allows for review and practice. (BS)

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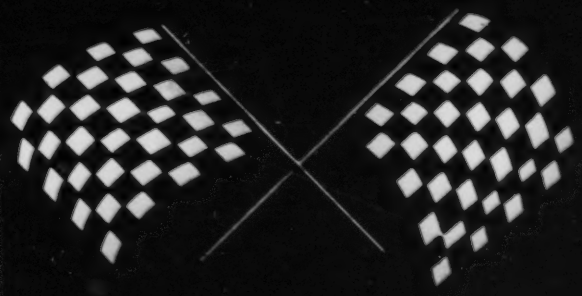

TESTING TUNE-UP

. . . a guide to peak performance

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EVALUATION AND TESTING DEPARTMENT
OFFICE OF INSTRUCTIONAL IMPROVEMENT
DETROIT PUBLIC SCHOOLS

TM 870 388

TESTING TUNE-UP

. . .a guide to peak performance

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TABLE OF CONTENTS

Introduction 1
Test Administration Strategies for Administrators and Test Coordinators 2
Test Administration Strategies for Teachers 3
Test Taking Strategies for Students 5
Test Support Strategies for Parents 7

Practice Exercises for Improving Test Taking Skills
- Level A (Grades 1-2) 8
- Level B (Grades 1-3) 19
- Level C (Grades 2-4) 31
- Level D (Grades 3-5) 45
- Level E (Grades 4-6) 59

Handouts for Improving Test Taking Skills
- Level F (Grades 6-12) 73

INTRODUCTION

The score a student achieves on a test may be influenced by several factors:

1. knowledge of the subject matter,
2. possession of good physical and emotional health, and
3. skill in the mechanics of test taking.

This document focuses on the third factor — skill in the mechanics of test taking. Only brief reference is made to the first two factors but their importance is in no way diminished. However, when a student possesses knowledge and has good physical and emotional health, skill in the mechanics of test taking can make the difference between mediocre and outstanding test performance.

This document contains an overview of the responsibilities of administrators, test coordinators, teachers, students and parents as well as practice exercises and handouts for improving test taking skills. The handouts and practice exercises are identified as Levels A-F so that they can be used, as appropriate, with students in any grade. In general, the levels are designed for use with the grades shown below:

Level	Grades
A	1-2
B	1-3
C	2-4
D	3-5
E	4-6
F	6-12

It is not intended that students work through the entire set of exercises at one time. Rather, the exercises should be used throughout the school year in a manner that allows for review and practice.

TEST ADMINISTRATION STRATEGIES FOR ADMINISTRATORS AND TEST COORDINATORS

Before the Test

- Store all test materials in a secure fashion.
- Check all testing supplies at least three weeks before the date of testing. Verify that adequate quantities of manuals, test memos, test booklets, answer sheets and any other required materials are on hand.
- Inform proctors of testing procedures and review their assignments for the day of testing.
- Distribute an adequate supply of pencils, paper, etc.
- Schedule times, rooms, and personnel for testing; schedule room(s) for students who arrive late.
- Verify that test administrators are familiar with the testing schedule.
- Inform parents of the testing schedule and purposes of testing.

During the Test

- Assure that test sessions are not interrupted by visitors, messengers, and P.A. announcements.
- Monitor testing.

After the Test

- Inspect and organize all test materials to be returned to the testing center.
- Securely store test materials to be retained in the building.
- Send all answer documents for scoring, even if only partially completed.
- Share results with students and parents.

TEST ADMINISTRATION STRATEGIES FOR TEACHERS

Unbiased testing requires standardized conditions to obtain scores that are valid and reliable. To insure standardization conditions, remember that it is appropriate to do the following:

Before the Test

- Inform pupils in advance that they are to take a test on a given day.
- Explain the purposes and general format of the test.
- Motivate the pupils for taking the test.
- Create a positive testing environment with good lighting, seating, and ventilation.
- Administer a variety of tests during the school year and review responses to practice test items with students.
- Focus instruction on teaching enabling skills that lead to mastering the skills measured by the test.
- Obtain general information about tests scheduled for a given grade.
- Become familiar with the materials and procedures to be used with machine-scored tests.
- Read the "Manual for Test Administration" well in advance of the test.
- Secure all test materials before the actual administration of the test.
- Encourage all pupils to be in attendance for scheduled tests.
- Have students use model answer sheets to practice marking answers and to ensure proper coding of student identification information.
- Remember that, **"Tests are tools for teaching!"**

Continued on next page

TEST ADMINISTRATION STRATEGIES FOR TEACHERS (CONTINUED)

During Test Administration

- Follow directions exactly and adhere to time limits specified for tests.
- Allow students sufficient time to finish untimed tests.
- Read appropriate directions to students and answer questions about directions before starting the test.
- Expect all students to read all test content material, except directions, without assistance, unless otherwise noted in the administration manual.
- Make sure students begin marking answers in the proper area of the answer sheet.
- Make sure students work independently.

After Test Administration

- Submit all student answer sheets for scoring, even if only partially completed.
- Distribute and explain test results to students and parents.
- Use test results from score reports and item analyses to plan instruction.

TEST TAKING STRATEGIES FOR STUDENTS

Before the Test

- Do your classwork.
- Get a clear understanding of homework assignment before leaving class.
- Keep a record of assignments received and completed.
- Make a study schedule and follow it.
- Tell your parents about schoolwork and homework.
- Follow directions.
- Return homework when due.
- Get make-up assignments when returning from an absence.
- See teachers for additional help.
- Find out when tests will be given.
- Find out the style of the test. Is it multiple choice, essay, etc.?
- On the day of testing, eat a good breakfast.

During the Test

- Read all directions carefully.
- Ask the teacher for clarification of directions before the test begins.
- Completely read each passage and accompanying questions.
- Read all answer choices before selecting an answer.
- Re-read, when necessary, the parts of a passage needed for selecting the correct answer.
- Eliminate answer choices that are clearly wrong.
- Skip very difficult questions until all other questions have been answered.
- Answer as many questions as possible.
- When you have finished, go back and check your work.
- Be sure to completely erase incorrect answers.
- Keep a good attitude. Think positively!

Continued on next page

After the Test

- Ask your teacher what the test results mean.
- Ask your teacher to suggest areas of study that will help you do even better on the next test.

TEST SUPPORT STRATEGIES FOR PARENTS

Before Testing

- Ask to see homework assignments.
- Encourage students to take responsibility for homework.
- Set aside a specific time for study.
- Provide a well lighted, quiet setting for study.
- Help students learn how to find information.
- Use homework to see what is being learned in school.
- Praise students for good work.
- Confer with teachers on a regular basis.
- Become familiar with testing dates.

On the Day of Testing

- See that your child has time for a good breakfast.
- See that your child arrives at school on time and is relaxed.
- Encourage your child to do the best work possible.

After Testing

- Examine all test reports sent home.
- See your child's principal, counselor or teacher if additional information is required.

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level A

Teacher:
Students should read the selections in the boxes and answer any questions that follow. Students should shade in the bubble under the answer they choose. Students should tell why they selected an answer and why they rejected other choices.

BECOMING A BETTER TEST TAKER

1. Listen to what you are told to do.
2. If you don't know what to do, ask a question.
3. Look at each picture carefully.
4. Read all of the words until you know what they say.
5. Pick one best answer for each question.
6. Write sentences that make sense.
7. Use your best handwriting.
8. Go back and look at your work.

ANSWERING QUESTIONS THAT ASK WHAT

You need to read this. You need to read each word.

What does the story tell you to do?

read	write	word	play
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHO

Sometimes a reader must read to find out **who** is doing something. A reader should go back and read the words that tell **who** is doing something.

Most of the time **who** tells about _____.

a word	a book	someone	something
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHEN

Sometimes you must read to find out **when** something was done. After you have read the words once, go back and read the words again. Then you will know **when** something was done.

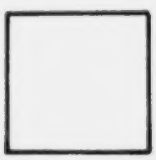
When should you know something was done?

- ○ after you read again
- ○ before you read the words
- ○ after a long time
- ○ at a school

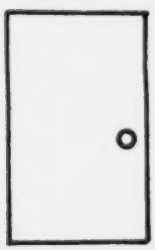
PICKING THE BEST ANSWER

Sometimes one word fits better than all the other words. This is the **best** word.

Find the **best** word for each picture.



1. box ○ ball ○ baby ○ bat ○



2. hat ○ door ○ house ○ wagon ○

3. boots ○ sand ○ foot ○ shoe ○

SKIPPING QUESTIONS ON A TEST

When one question on a test looks too hard, go on to the next question. Do all of the questions you think you know. If you have time, go back to the questions you did not know.

1. When I start, I can _____ hard parts.

go	skip	day	write
○	○	○	○

2. I must go back and _____ parts that I skipped.

be	skip	look	do
○	○	○	○

3. I _____ how to do this part.

know	want	will	can
○	○	○	○

4. I _____ do this part too.

can	know	help	see
○	○	○	○

TRYING ALL PARTS OF A TEST

Do as many parts as you can. The more parts you do, the more parts you can get right.

Find the one that is not the same.

1.

2.

3.

4.

Continued on next page

5.

6.

7.

8.

9.

CHECKING YOUR WORK

After you have done all of the test parts, go back and look at your work. Make sure you have picked the best answers.

1. Do all of the _____.

parts	can	have	pick
○	○	○	○

2. Go back and _____ at your work.

look	play	work	see
○	○	○	○

3. Make sure you have picked the _____ answers.

come	little	big	best
○	○	○	○

NOW GO BACK AND CHECK YOUR WORK.

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level A
Answer Key

WHAT

● ○ ○ ○

WHO

○ ○ ● ○

WHEN

●
○
○
○

BEST

1. ● ○ ○ ○
2. ○ ● ○ ○
3. ○ ○ ○ ●

SKIPPING

1. ○ ● ○ ○
2. ○ ○ ○ ●
3. ● ○ ○ ○
4. ● ○ ○ ○

TRYING ALL

1. ○ ○ ● ○
2. ○ ○ ○ ●
3. ○ ● ○ ○
4. ○ ○ ○ ●
5. ○ ○ ● ○
6. ○ ○ ○ ●
7. ● ○ ○ ○
8. ○ ○ ○ ●
9. ○ ● ○ ○

CHECKING

1. ● ○ ○ ○
2. ● ○ ○ ○
3. ○ ○ ○ ●

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level B

Teacher:
Students should read the selections in the boxes and answer any questions that follow. Students should shade in the bubble under the answer they choose. Students should tell why they selected an answer and why they rejected other choices.

BECOMING A BETTER TEST TAKER

1. Listen to what you are told to do.
2. If you don't know what to do, ask a question.
3. Look at each picture carefully.
4. Read each question carefully. Look for underlined words.
5. Pick one best answer for each question.
6. Write sentences that make sense.
7. Use your best handwriting.
8. Go back and look at your work.

ANSWERING QUESTIONS THAT ASK WHAT

What is a word that asks about a thing or an action. A reader can find out **what** the thing is in a story. A reader can find out **what** happened in a story.

If a question asks **what,** look for a thing or _____.

an elephant ○ an action ○ a person ○ a story ○

ANSWERING QUESTIONS THAT ASK WHO

A reader can find out **who** did something in a story. The reader should look for words that tell **who** did something in the story. The reader should not read too fast.

Who is told to do something in this story?

the story	a word	the teacher	a reader
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHEN

Sometimes a story tells **when** things happened. After you are asked to find out **when** something happened, go back and read the story again. Make sure you find the words that tell **when** something happened.

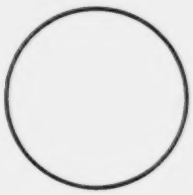
When should you read the story again?

- ○ before you are asked to find out when something happened
- ○ after you are asked to find out when something happened
- ○ while everything is happening
- ○ when you are tired

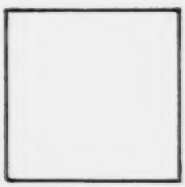
PICKING THE BEST ANSWER

Sometimes you may have to find one word that is better than other words. The one word that is better than all the others is the **best** word.

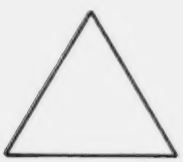
Which word is the **best** word for each picture?



1. circle ○ oval ○ square ○ egg ○



2. oval ○ triangle ○ square ○ circle ○



3. triangle ○ rectangle ○ square ○ circle ○

SKIPPING QUESTIONS ON A TEST

When one question on a test looks too hard, go on to the next question. Do all of the questions you think you know. If you have time, go back to the questions you did not know.

1. I _____ how to do this part.

know	want	will	can
○	○	○	○

2. I might have to _____ this part because it seems too hard.

skip	know	help	play
○	○	○	○

3. Now I'll go back to the _____ part.

can	best	hard	easy
○	○	○	○

PICKING ANSWERS FROM CHOICES THAT MAKE SENSE

Sometimes you may see words in a set that you know do not belong. Do not take time trying to use the words you know do not belong. Try using the words that might be right. Pick the best word from those words.

1. A book is something to _____.

eat	say	silly	read
○	○	○	○

2. We use numbers to _____.

catch	animal	count	car
○	○	○	○

3. I can _____ on my paper.

read	write	happy	find
○	○	○	○

CHECKING YOUR WORK

Do as many parts as you can and then go back and look at your work. Make sure you have picked the best words. Pick a new word only if you are sure the first one you picked is not right.

1. Go back and look at all of your _____.

work	friends	pick	then
○	○	○	○

2. Make sure you have picked the _____ words.

long	best	first	last
○	○	○	○

3. Pick a new word only if your first one was not _____.

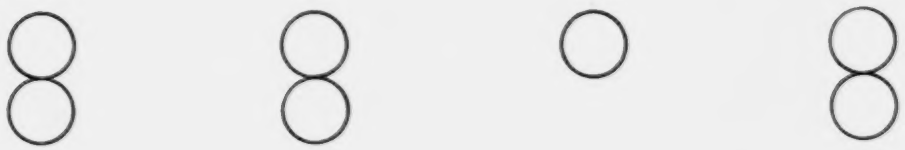
ready	this	there	right
○	○	○	○

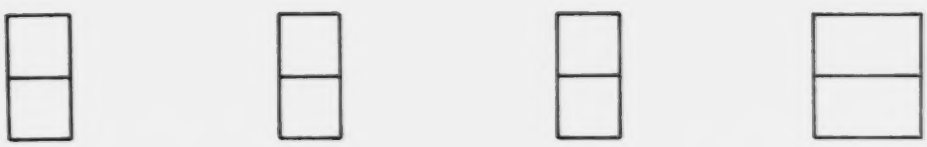
NOW GO BACK AND CHECK YOUR WORK.

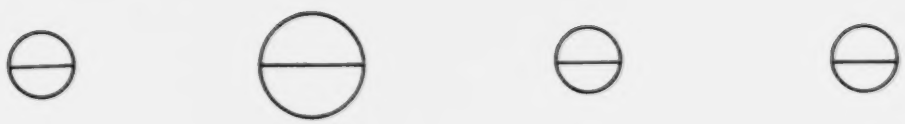
TRYING ALL PARTS OF A TEST

When you are taking a test, do as many parts as you can. Try to do all of the test. The more you do, the more you can get right. Think as you work.

Find the one that is different.

1. 

2. 

3. 

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4.

5.

6.

7.

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level B
Answer Key

WHAT

○ ● ○ ○

WHO

○ ○ ○ ●

WHEN

○
●
○
○

BEST

1. ● ○ ○ ○
2. ○ ○ ● ○
3. ● ○ ○ ○

SKIPPING

1. ● ○ ○ ○
2. ● ○ ○ ○
3. ○ ○ ● ○

CHOICES THAT MAKE SENSE

1. ○ ○ ○ ●
2. ○ ○ ● ○
3. ○ ● ○ ○

CHECKING

1. ● ○ ○ ○
2. ○ ● ○ ○
3. ○ ○ ○ ●

TRYING ALL

1. ○ ○ ● ○
2. ○ ○ ○ ●
3. ○ ● ○ ○
4. ● ○ ○ ○
5. ○ ○ ○ ●
6. ● ○ ○ ○
7. ○ ○ ● ○

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level C

Teacher:
Students should read the selections in the boxes and answer any questions that follow. Students should shade in the bubble which is under or next to the answer they choose. Students should tell why they selected an answer and why they rejected other choices.

BECOMING A BETTER TEST TAKER

1. Listen carefully to what you are told to do.
2. Ask questions if you don't understand what to do.
3. Read a story completely. Read it again if you need to.
4. Look carefully at each picture. Look at all parts of each picture.
5. Read each question carefully. Look for underlined words.
6. Read each answer choice.
7. Write complete sentences using your best English.
8. Go back and look at your answers. DO NOT CHANGE AN ANSWER UNLESS YOU ARE SURE THAT THE FIRST ANSWER YOU PICKED IS WRONG.

ANSWERING QUESTIONS THAT ASK WHAT

A test question may ask **what.** To find the answer, you can look for either an object or an action. Read the question carefully so that you understand **what** you are being asked.

When a question asks **what,** the answer will be an object or _____.

a question	a dictionary	an action	an apostrophe
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHO

Most of the time you must read to find out about a person when a test question asks **who** did something. Reread the story until you come to the part that answers the **who** question.

When a question asks **who**, most of the time the answer will be a _____.

person	place	thing	time
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHEN

When a test question asks **when** something happened, you must read to find a time. Reread the story until you come to the part that answers the **when** question and pick the answer that tells the time something happened.

If a question asks **when** something happened, the answer will be a _____.

thing	time	person	place
○	○	○	○

ANSWERING QUESTIONS THAT ASK WHERE

When a test question asks **where** something happened, you must read to find a place. Reread the story until you come to the part that answers the **where** question and pick the answer that tells the place something happened.

If a question asks **where** something happened, the answer will be a _____.

person ○ time ○ thing ○ place ○

FINDING THE BEST ANSWER

Sometimes more than one answer looks right. You have to read the answers very carefully. Find the one answer that is better than all the rest. The one answer that is better than all the others is the **best** answer.

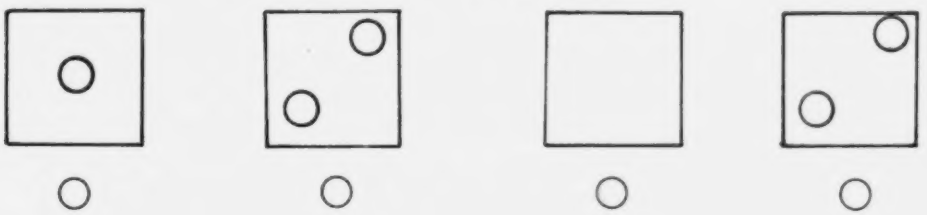
Find the **best** answer for each question.

1. Which is the biggest shape?

2. Which is the smallest shape?

3. Which set has the most things?

4. Which set has the fewest things?



SKIPPING PART OF A TEST

Some questions on a test seem easy. Answer those questions first. When you get to a question that seems too hard, skip that question. Answer the questions that you are sure you know. When you have time, go back to the questions you skipped.

1. As you go through a test do _____.

○ the easy questions first
○ the hard questions first
○ the easy questions last
○ each question in order

2. At first you should _____.

○ skip the easy questions
○ skip the hard questions
○ do every question
○ work very slowly

3. After you have answered all the questions you are sure about, _____.

○ stop working and look around
○ tell your teacher what you have done
○ go home and tell someone
○ go back and try the hard questions

CHOOSING ANSWERS FROM CHOICES THAT MAKE SENSE

You can see right away that some answers to test questions are wrong. Don't take time trying to use the wrong answers. Look at the answers that might be right and pick your answer from those.

1. A test question usually has some answers that are _____.

wrong	about dogs	dark	colored green
○	○	○	○

2. Do not even try to use _____ answers.

possible	short	wrong	long
○	○	○	○

3. Pick the right answer from ones that are _____.

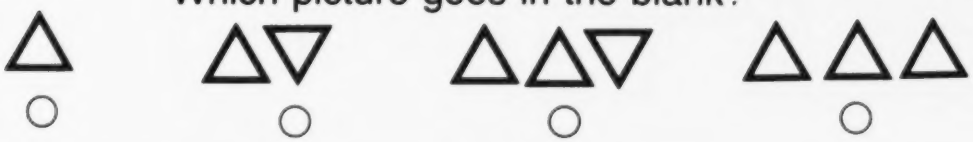
possible	wrong	short	long
○	○	○	○

TRYING ALL PARTS OF A TEST

When you take a test, answer as many questions as you can. Look at each of the questions and try to pick the right answer. The more questions you answer, the more you might get right.

1.

Which picture goes in the blank?



2.

Which picture goes in the blank?

---

3. 2 5 8 ____ 14

Which number goes in the blank?

3 6 9 11

---

4. 5 0 10 5 15 ____ 20

Which number is missing?

5 10 15 25

Continued on next page

5. 17 19 18 20 19 21 ____

Which number is missing?

17	19	20	22
○	○	○	○

---

6. 12 14 16 ____ 20

Which number is missing?

8	5	17	18
○	○	○	○

---

7. 3 ____ 9 12 15

Which number is missing?

0	3	4	6
○	○	○	○

---

8. 10 30 20 40 ____

Which number is missing?

20	30	50	60
○	○	○	○

---

9. 3 6 4 7 5 ____

Which number is missing?

6	7	8	9
○	○	○	○

CHECKING YOUR WORK

Answer as many test questions as you can. Reread all of your work. Make sure you have picked the best answer for each question. Change an answer only if you are sure that the first answer you picked is wrong.

1. Try to answer _____ of the test questions.

all	part	six	ten
○	○	○	○

2. Reread _____ of the answers you picked.

before	all	for	under
○	○	○	○

3. Make sure you marked the _____ answer for each question.

wrong	best	second	last
○	○	○	○

4. Change an answer only if you are sure that you marked it _____ at first.

right	wrong	fast	slow
○	○	○	○

NOW GO BACK AND CHECK YOUR WORK.

FOLLOWING DIRECTIONS ON A TEST

Read the words that tell you what to do. These words are the **directions**. Make sure you know what the **directions** mean. Ask your teacher if you need help with the **directions**.

DIRECTIONS: Find the word that means the same as the underlined word.

1. The table is big.

little	large	heavy	near
○	○	○	○

2. The school is near my house.

close	far	forever	never
○	○	○	○

DIRECTIONS: Find the word that means the opposite of the underlined word.

1. The children can play.

work	sing	see	go
○	○	○	○

2. My dog likes to stay in the house.

on	near	out	cat
○	○	○	○

DIRECTIONS: Find the word that will make a new word.

1. grass_____

green	hopper	hope	man
○	○	○	○

2. under_____

cup	book	over	ground
○	○	○	○

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level C
Answer Key

WHAT

○
○
●
○

WHO

● ○ ○ ○

WHEN

○ ● ○ ○

WHERE

○ ○ ○ ●

BEST

1. ● ○ ○ ○
2. ○ ○ ○ ●
3. ○ ● ○ ○
4. ○ ○ ● ○

SKIPPING

1. ● 2. ○ 3. ○
○ ● ○
○ ○ ○
○ ○ ●

ELIMINATING

1. ● ○ ○ ○
2. ○ ○ ● ○
3. ● ○ ○ ○

TRYING ALL

1. ○ ○ ○ ●
2. ○ ○ ● ○
3. ○ ○ ○ ●
4. ○ ● ○ ○
5. ○ ○ ● ○
6. ○ ○ ○ ●
7. ○ ○ ○ ●
8. ○ ● ○ ○
9. ○ ○ ● ○

CHECKING

1. ● ○ ○ ○
2. ○ ● ○ ○
3. ○ ● ○ ○
4. ○ ● ○ ○

DIRECTIONS

1. ○ ● ○ ○
2. ● ○ ○ ○
1. ● ○ ○ ○
2. ○ ○ ● ○
1. ○ ● ○ ○
2. ○ ○ ○ ●

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level D

Teacher:
Students should read the selections in the boxes and answer any questions that follow. Students should tell why they selected an answer and why they rejected other choices.

BECOMING A BETTER TEST TAKER

1. Listen carefully to the directions.
2. Ask questions if you don't understand what to do.
3. Carefully examine illustrations and charts.
4. Read all labels on scale drawings.
5. Read each question or problem at least one time. Read again, if necessary.
6. Reread a story whenever necessary to verify information.
7. Pay special attention to underlined words.
8. Read all answer choices.
9. Eliminate clearly wrong answers.
10. Go back and look at your answers. DO NOT CHANGE AN ANSWER UNLESS YOU ARE SURE THAT THE FIRST ANSWER YOU PICKED IS WRONG.

ANSWERING QUESTIONS THAT ASK WHO, WHAT, WHEN, WHERE, and WHY

There are key words to look for when answering test questions. Usually, **who** means to look for a person. **What** means to look for a description or a thing. **When** means to look for the time or sequence in which something happened. **Where** means to look for a place. **Why** means to look for the reason something happened.

DIRECTIONS: Circle the letter which matches the answer you choose.

1. The key word **where** asks for a _____.

time	place	thing	reason
A	B	C	D

2. Usually, the key word **who** asks for a _____.

reason	time	place	person
A	B	C	D

3. The key word **when** asks for a _____.

time	person	thing	place
A	B	C	D

4. The key word **why** asks for a _____.

place	thing	person	reason
A	B	C	D

5. The key word **what** asks for a _____.

time	place	thing	reason
A	B	C	D

CHOOSING THE BEST ANSWER

Find the definition that best matches the word. Write the letter for the best definition in the appropriate blank.

WORDS		DEFINITIONS
1. BEST	_____	A. find or show
2. CHOOSE	_____	B. less than any other
3. CORRECT	_____	C. not true
4. FALSE	_____	D. not as many
5. FEWER	_____	E. better than any others
6. GREATER	_____	F. free from mistakes
7. LEAST	_____	G. pick out or select
8. LOCATE	_____	H. larger

SKIPPING PART OF A TEST

Some test questions are harder than others. At first, skip the hard questions and do the easy questions. Pick the answers for the questions you are sure you know. Then go back and work on the questions that need more time. You should work as quickly and as carefully as you can.

DIRECTIONS: Circle the letter which matches the answer you choose.

1. Which questions should you do first?

hard	easy	long	difficult
A	B	C	D

2. At first, what should you do with hard questions?

try	use time	complete	skip
A	B	C	D

3. What should you do for each test question?

try it	like it	leave it	ignore it
A	B	C	D

4. When you go back to a question, where should you mark your answer?

A. any place
B. at the end
C. next to the right question number
D. next to the wrong question number

CHOOSING ANSWERS FROM CHOICES THAT MAKE SENSE

Some answers to test questions are clearly wrong. Pass up clearly wrong answers. Use your time to pick the best answer from the ones that seem possible.

DIRECTIONS: Circle the letter which matches the answer you choose.

1. I am a number.
   I am greater than 3.
   I am an even number.

2	4	9	5
A	B	C	D

2. I have four legs.
   I do not bark.
   I am a household pet.

dog	bear	cat	bird
A	B	C	D

3. This is something to eat.
   It is not a fruit.
   It is flat and round.

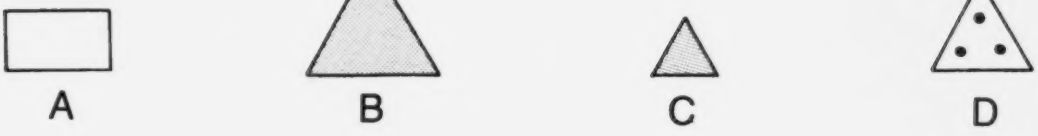
apple	spoon	hot dog	hamburger
A	B	C	D

Continued on next page

4. The number is even.
   It has more than one "e".
   It is less than 15.

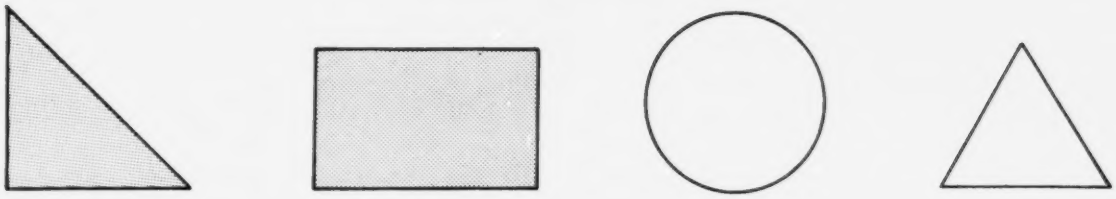
nine	sixteen	twelve	six
A	B	C	D

5. It is not small.
   It is shaded.



A B C D

6. The shape is shaded.
   It does not have four sides.
   It is not round.



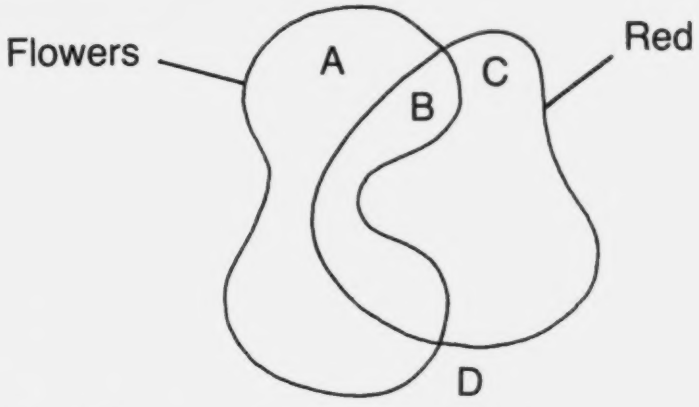
A B C D

TRYING ALL PARTS OF A TEST

When you take a test, you should answer as many questions as you can. Read all of the questions and try to pick the right answer for each one. The more questions you answer, the more questions you might get right.

DIRECTIONS: Circle the letter which matches the answer you choose.

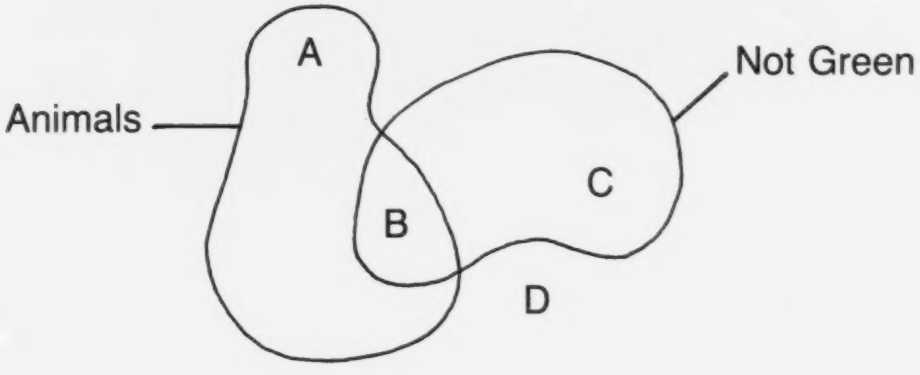
1.



Red flowers would be in Region _____.

A B C D

2.

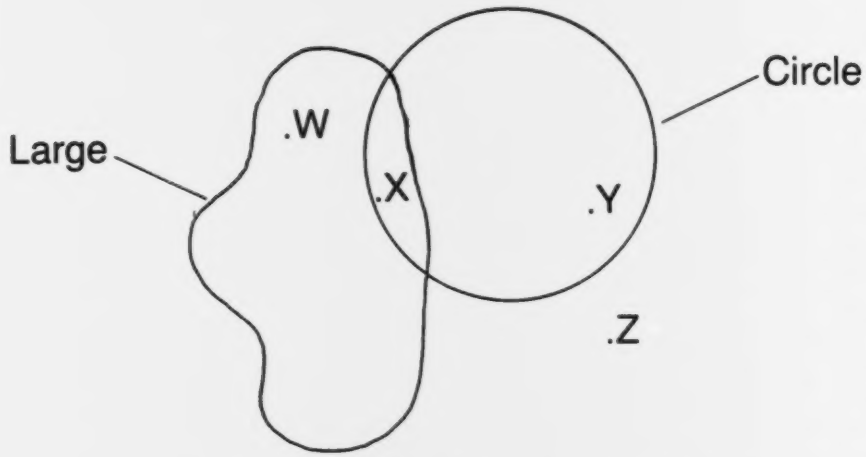


Green animals would be in Region _____.

A B C D

Continued on next page

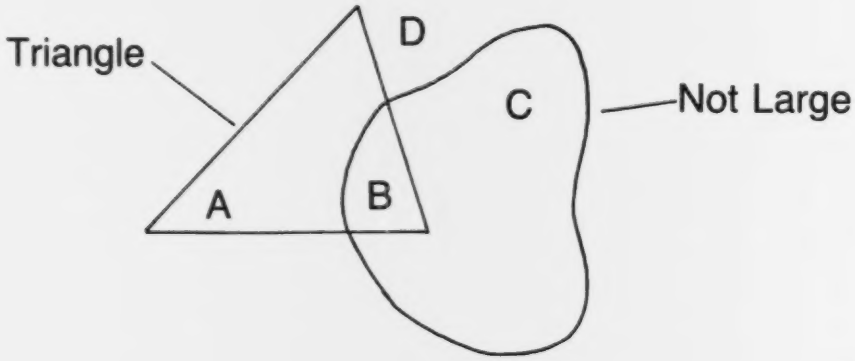
3.



Which point stands for a large circle?

Z Y X W

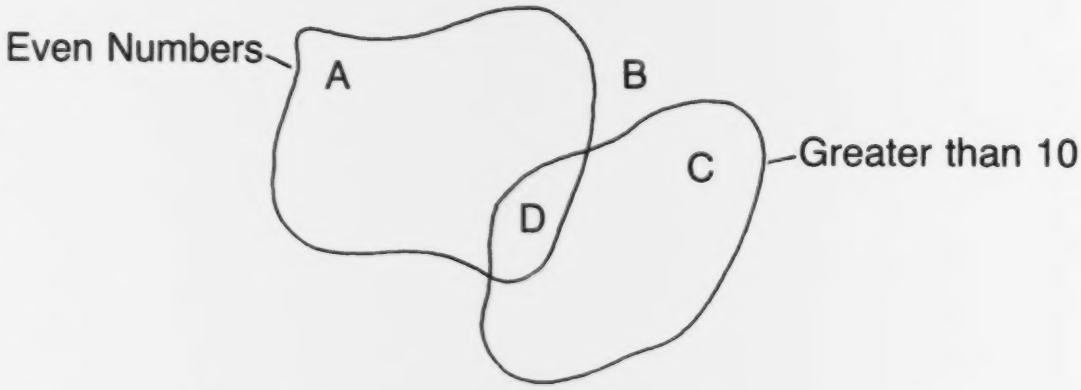
4.



In which region would a small triangle belong?

A B C D

5.



57 would be in Region _____ ?

A B C D

CHECKING YOUR WORK

Read each test question carefully before you pick an answer. Answer as many questions as you can. After you have answered all of the questions, go back and look at your work. Make sure you have picked the best answer for each question.

DIRECTIONS: For each sentence, circle the letter next to the word that means the same as the underlined word.

1. The teacher read a <u>tale</u> I won't forget.

   A. letter B. story C. note D. brook

2. The children put on their funny <u>costumes</u>.

   A. outfits B. faces C. teeth D. helmets

3. The weather is often <u>chilly</u> in the winter.

   A. windy B. sunny C. cold D. snowy

4. My grandfather <u>smiles</u> often.

   A. grins B. sleeps C. waves D. snores

5. <u>Isn't</u> it time to return home yet?

   A. Can not B. Do not C. Is not D. Could not

Continued on next page

6. The truck will tow the ambulance.

A. cover B. trot C. trade D. pull

7. Susan is sad because her puppy ran away.

A. light B. smart C. unhappy D. joyful

8. The children will remain quietly in their classroom.

A. package B. carry C. fall D. stay

9. You'll have to hurry to catch the bus.

A. You will B. You can C. You are D. You have

10. The robbers weren't very clever.

A. will not B. were not C. she will D. where is

11. I think it's the wisest thing to do.

A. what is B. is not C. who is D. it is

NOW GO BACK AND CHECK YOUR ANSWERS

FOLLOWING DIRECTIONS ON A TEST

Sometimes there are different directions for different parts of a test. Read the words that tell you what to do on each part of the test. Those words are the **directions**. Make sure you can follow the **directions**. If you are not sure about the **directions**, ask your teacher for help.

DIRECTIONS: 1-3

Read the beginning of each sentence and then read the four endings. Choose the best ending for the sentence. Circle the letter next to the ending that best completes the sentence.

1. The boys ran home quickly because _____

   A. they were tired of running.
   B. they were chasing a large dog.
   C. it was a beautiful day.
   D. it was beginning to thunder and rain.

2. The girls got off the bus because _____

   A. they were tired of walking.
   B. they had reached their stop.
   C. they were having lots of fun.
   D. they were going to be late.

Continued on next page

3. We missed our airplane trip because _____

   A. the airplane was clean.
   B. we left the house too late.
   C. we got to the airport too early.
   D. the airplane was too large.

DIRECTIONS: 4-6
Read each story and then read the words below the story. Choose a word which best tells how the person feels. Circle the letter under the word you choose.

4. Jill's mother called her for the third time. Jill had not cleaned up the milk she had spilled. Jill's mother was very _____.

upset	glad	sad	good
A	B	C	D

5. Tom was being chased home by some big boys. They wanted to take his bike. Tom was _____.

glad	good	afraid	friendly
A	B	C	D

6. John was looking at his favorite TV show. His big sister came in and turned the channel. John became _____.

glad	kind	tired	angry
A	B	C	D

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level D
Answer Key

WHO . . . WHY
1. B
2. D
3. A
4. D
5. C

BEST
1. E
2. G
3. F
4. C
5. D
6. H
7. B
8. A

SKIPPING
1. B
2. D
3. A
4. C

ELIMINATING
1. B
2. C
3. D
4. C
5. B
6. A

TRYING ALL
1. B
2. A
3. C
4. B
5. C

CHECKING
1. B
2. A
3. C
4. A
5. C
6. D
7. C
8. D
9. A
10. B
11. D

DIRECTIONS
1. D
2. B
3. B
4. A
5. C
6. D

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level E

Teacher:
Students should read the selections in the boxes and answer any questions that follow. Students should tell why they selected an answer and why they rejected other choices.

BECOMING A BETTER TEST TAKER

1. Listen carefully to the directions.
2. Ask questions if you don't understand what to do.
3. Carefully examine illustrations and charts.
4. Read all labels and scales.
5. Read each question or problem at least one time. Read again, if necessary.
6. Reread a story whenever necessary to verify information.
7. Pay special attention to underlined words.
8. Read all answer choices.
9. Eliminate clearly wrong answers.
10. Go back and look at your answers. DO NOT CHANGE AN ANSWER UNLESS YOU ARE SURE THAT THE FIRST ANSWER YOU PICKED IS WRONG.

UNDERSTANDING KEY WORDS

This activity may help you answer more test questions correctly by reminding you of the meaning of some key question words. Write the letter of the phrase in Column II that best completes each sentence in Column I.

COLUMN I	COLUMN II
1. **Who** is a word that usually refers to ___	A. the time or sequence in which something happened.
2. **What** is a word that refers to _____	B. one or more things selected from a group of things.
3. **When** is a word that refers to _____	C. the reason something happened.
4. **Where** is a word that refers to _____	D. the manner in which something is done.
5. **Which** is a word that refers to _____	E. a thing, event or circumstance, etc.
6. **Why** is a word that refers to _____	F. a place.
7. **How** is a word that refers to _____	G. a person.

SELECTING THE BEST ANSWER

DIRECTIONS: First choose the best answer. After you identify the answer, circle the letter next to it.

1. **Best** means
   A. as good as any
   B. good looking
   C. better than any others
   D. sitting straight

2. **Choose** means to
   A. decide which one
   B. look at the menu
   C. put cards in piles
   D. remember a number

3. **Correct** means
   A. full of errors
   B. your report card mark
   C. free from mistakes
   D. easiest to read

4. **Identify** means to
   A. show which one
   B. wear a badge
   C. write your name
   D. spy

5. **Incorrect** means
   A. a line that is not straight
   B. identify the subject
   C. greater than
   D. not right

6. **False** means
   A. not true
   B. a fiction story
   C. straight line
   D. being unhappy

7. **Fewer** means
   A. more than
   B. a little child
   C. about the same
   D. less in number

8. **Greater** means
   A. a circle
   B. larger than
   C. to grind
   D. fewer

9. **Locate** means to
   A. write a report
   B. put in order
   C. see a movie
   D. find something

10. **Pick** means to
    A. dig
    B. choose
    C. shovel
    D. make a circle

SKIPPING PART OF A TEST

Read each question. Answer the questions you are sure you know. Skip any questions that seem hard. Go back to those you skipped after you have answered all that you know.

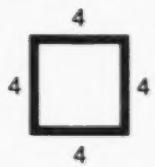
DIRECTIONS: Circle the letter which matches the answer you choose.

1. The children are in a line.
   Sara is next to Larry.
   Sam is next to Larry but not next to Sara.
   Linda is next to Sara.
   Sara is second in line.

   Who is first in line?

Sara	Larry	Linda	Sam
A	B	C	D

2. What is the perimeter of the figure below?



6	8	16	14
A	B	C	D

3. Which word comes after **shout** in alphabetical order?
   A. trap
   B. raise
   C. reach
   D. tight

Continued on next page

DIRECTIONS: Read the story. Pick out the best title for the story. Circle the letter which matches the answer you choose.

4. Henry Ford was the man who first made cars popular in America. His first car didn't look much like today's cars. It was shaped like a box and had bicycle wheels. It had only one seat and no steering wheel. It had a long steering bar.

A. The Ford Motor Company
B. Cars of Long Ago
C. No Steering Wheel
D. Henry Ford's First Car

DIRECTIONS: Read each story below. Circle the letter next to the best ending for each story.

5. Mother told Bill that if tomorrow was a nice day they would go on a picnic. When Bill woke up, the sun was shining. He _____

A. went back to sleep until lunch time.
B. got dressed and helped make sandwiches.
C. asked his dad to help fix his bike.
D. played his record player when he got up.

6. Patty is earning money on Saturdays by helping her dad. She washes the car and cuts the grass. She is saving money for some special shoes. Her teacher says that Patty is so good, she may be on TV someday. Patty takes _____

A. swimming lessons.
B. singing lessons.
C. dancing lessons.
D. typing lessons.

CHOOSING ANSWERS FROM CHOICES THAT MAKE SENSE

Some answers to test questions are clearly wrong. Leave those clearly wrong answers alone. Pick the best answer from the ones that seem possible.

DIRECTIONS: Solve the problem. Put a circle around the letter next to the answer you choose.

1. There are 7 cars and 6 trucks at the garage. How many vehicles are there in all?

   A. 1 B. 15 C. 13 D. 42

2. There were eight airplanes on the field. Three took off. How many airplanes were left?

   A. 11 B. 5 C. 24 D. 12

3. Which number comes between 7 and 5?

   A. 6 B. 8 C. 7 D. 4

Continued on next page

4. Which means the same as 4x6 = 24?

   A. 4 + 6 = 24

   B. 6 + 6 + 6 = 24

   C. 6 + 6 + 6 + 6 = 24

   D. 4 + 4 + 4 + 4 = 24

5. Which letter is in START and in TRAP, but not in RIVER and not in TURN?

A	T	B	P
A	B	C	D

6. Juan is shorter than Gail.
   Mark is shorter than Gail.
   Juan is shorter than Mark.

   Which names are in order from the **shortest to the tallest**?

   A. Gail, Mark, Juan

   B. Gail, Mark, Mark

   C. Mark, Juan, Gail

   D. Juan, Mark, Gail

TRYING ALL PARTS OF A TEST

There are some test questions that are harder than others. Do the easy questions first and then, go back and try to do all of the questions you skipped. Try to answer every question. The more questions you answer, the more you may get right.

DIRECTIONS: Circle the letter which matches the answer you choose.

1. Mrs. Nash's class planned to get 2,500 used books to sell at a school fair. In one week they got 2,050 books. Which statement is true about the books?

$2{,}500 = 2{,}050$	$2{,}050 > 2{,}500$	$2{,}500 < 2{,}050$	$2{,}050 < 2{,}500$
A	B	C	D

2. Andy has 4,362 marbles and Jane has 4,326 marbles. Which statement is true about the children's marbles?

$4{,}362 < 4{,}326$	$4{,}263 = 4{,}326$	$4{,}326 > 4{,}362$	$4{,}326 < 4{,}362$
A	B	C	D

3. Which two numbers are greater than 15 and less than 22?

16 and 22	15 and 22	16 and 21	15 and 21
A	B	C	D

4. Find the pair of numbers below which is greater than 12 but <u>less than</u> 19.

13, 11	21, 17	14, 18	15, 20
A	B	C	D

Continued on next page

5. The average of 3 numbers is 5. Which numbers below could be the 3 numbers?

4, 5, 6	2, 3, 4,	3, 4, 5	10, 5, 3
A	B	C	D

6. Tom has 6 apples. How many oranges will he need to make a 1 to 2 ratio of apples to oranges?

6	8	12	10
A	B	C	D

7. Sue has six red dresses and eight green dresses. If she picks a dress without looking, what is the probability that she will pick a green dress?

$\frac{14}{8}$	$\frac{6}{8}$	$\frac{8}{14}$	$\frac{6}{14}$
A	B	C	D

8. Which expression below does not equal 12?

$4 \times 3 + 3 + 1$	$4 \times 4 + 2 - 6$	$4 \times 2 + 4 - 0$	$4 \times 1 + 2 + 6$
A	B	C	D

9. Which expression below does not equal 25?

$5 \times 5 + 0$	$10 + 10 + 5$	$33 - 15 + 7$	$5 \times 3 + 9$
A	B	C	D

10. Which expression below does not equal 35?

$5 \times 5 + 9 + 3$	$4 \times 7 + 10 - 3$	$6 \times 5 + 6 - 1$	$5 \times 8 - 7 + 2$
A	B	C	D

CHECKING YOUR WORK

Work through the test as quickly and as carefully as you can. When you have answered all of the questions, go back and make sure each answer you picked is the answer you want for each question.

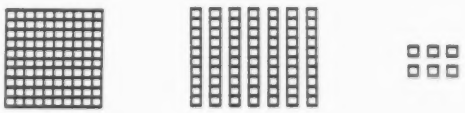
DIRECTIONS: Circle the letter which matches the answer you choose.

1. Which set of number sentences has sums greater than 14?

A	B	C	D
9 + 4 10 + 2	8 + 5 10 + 3	5 + 14 10 + 8	7 + 5 6 + 4

2. Which set of number sentences has sums less than 12?

A	B	C	D
8 + 8 3 + 6	6 + 5 3 + 6	6 + 2 7 + 7	4 + 9 5 + 8

3. Which number shows 

A	B	C	D
176	14	761	671

4. Which number shows 500 + 30 + 4?

A	B	C	D
530	504	534	120

Continued on next page

5. What is the place value of the 8 in 830?

ones	hundreds	tens	thousands
A	B	C	D

6. What is the value of the 6 in 685?

60	600	6	6000
A	B	C	D

7. Which number below has the greatest value in the ones place?

852	943	694	781
A	B	C	D

8. Which chart below shows that forty-eight thousand nine hundred three dolls were sold?

A	B	C	D
tops 840,903 balls 480,403 dolls 480,903	tops 84,903 dolls 48,903 balls 48,403	dolls 48,000,903 tops 84,000,903 balls 48,000,403	balls 48,400,003 tops 84,900,003 dolls 48,900,003

9. Last night a snowfall covered the playground. The class wanted to see how much snow had fallen. Which is the best metric unit to use when measuring snow.

centimeters	grams	meters	milliliters
A	B	C	D

10. Bob's dad bought a new compact car. He wanted to find out how much gas it would hold. Which is the best metric unit to use when measuring gas?

grams	centimeters	liters	meters
A	B	C	D

NOW GO BACK AND CHECK YOUR ANSWERS.

FOLLOWING DIRECTIONS ON A TEST

Match the definition to the test word. Place the correct letter in the blank.

Definitions	Test Words
_____ 1. The actual amount of the number given	A. correct
_____ 2. To choose	B. incorrect
_____ 3. Larger than	C. less
_____ 4. Wrong	D. least
_____ 5. Right	E. greater
_____ 6. To draw a line beneath a word or groups of words	F. best
_____ 7. Better than any other	G. select
_____ 8. Fewer than any other	H. underline
_____ 9. Not as much or not as many	I. value

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level E

Answer Key

KEY WORDS

1. G
2. E
3. A
4. F
5. B
6. C
7. D

ELIMINATING

1. C
2. B
3. A
4. C
5. A
6. D

CHECKING

1. C
2. B
3. A
4. C
5. B
6. B
7. C
8. B
9. A
10. C

BEST

1. C
2. A
3. C
4. A
5. D
6. A
7. D
8. B
9. D
10. B

TRYING ALL

1. D
2. D
3. C
4. C
5. A
6. C
7. C
8. A
9. D
10. A

DIRECTIONS

1. I
2. G
3. E
4. B
5. A
6. H
7. F
8. D
9. C

SKIPPING

1. C
2. C
3. D
4. D
5. B
6. C

HANDOUTS FOR IMPROVING TEST-TAKING SKILLS

Level F

TEST TAKING SKILLS

1. Listen carefully to the directions.
2. Ask questions if you don't understand what to do.
3. Read all labels and scales.
4. Read each question or problem at least one time. Read again, if necessary.
5. Reread a story whenever necessary to verify information.
6. Pay special attention to underlined words.
7. Read all answer choices.
8. Eliminate clearly wrong answers.
9. Go back and look at your answers. DO NOT CHANGE AN ANSWER UNLESS YOU ARE SURE THAT THE FIRST ANSWER YOU PICKED IS WRONG.

HOW TO BE A MASTER TEST TAKER

- APPROACH THE TEST CONFIDENTLY. BE CALM.
- ARRIVE ON TIME.
- GET COMFORTABLE AND RELAX.
- HAVE ALL MATERIALS YOU NEED.
- LISTEN CAREFULLY TO ALL DIRECTIONS.
- READ ALL DIRECTIONS. READ THEM TWICE IF NECESSARY.
- LOOK OVER THE COMPLETE PAGE BEFORE ANSWERING ANY QUESTIONS.
- CAREFULLY READ EACH QUESTION. MAKE SURE YOU UNDERSTAND EACH ONE BEFORE YOU ANSWER. REREAD IF NECESSARY.
- THINK! AVOID HURRIED ANSWERS.
- GET ALL THE HELP YOU CAN FROM "CUE" WORDS.
- STAY CALM AND CONFIDENT THROUGHOUT THE TEST. DON'T LET ANYTHING THROW YOU.
- CHECK AND PROOFREAD YOUR ANSWERS. BE A BITTER-ENDER. CONTINUE WORKING UNTIL IT IS TIME TO GO.

BE PREPARED

1. The most important element in improving your performance on a test is your knowledge of the subject matter. Do not cram for a test; study hard all year long!

2. Be positive and confident about the test situation. You can succeed.

3. The more nervous or anxious you are about a test, the greater the chance that you will not do well. **Relax!**

4. Do not panic when you come to a difficult question.

5. Skip questions that you are unsure of or that have unfamiliar content. Make a note of these question numbers on a scrap paper. Go back to these questions after you have finished the rest of the exam. By doing the easiest questions first you may pick up some clues for the harder questions.

6. Stay with your hunches. If you vaguely remember facts that may help you answer a question, use them. Sometimes hunches can help you eliminate obviously wrong answers.

7. You usually will not have to guess blindly on questions you don't know. Try to eliminate all of the choices that are obviously wrong. On a multiple choice question with five choices, you change the odds from one-in-five that you will guess the right answer to one-in-two if you can eliminate three of the answers as obviously wrong.

8. As a general rule, try to answer as many questions as you can even if you have to make an "educated" guess. Some tests have a penalty for guessing. Don't let that scare you. If you have a reasonable guess, you're better off guessing.

TEST TYPES

DEMONSTRATION In lab courses, you may be expected to show the instructor that you can perform a basic operation such as preparing a microscope slide. The only way to study for this is to practice the operation regularly in class until you're certain you are doing it correctly.

ESSAY The first thing to do on an essay exam is carefully read each question. Watch for words like explain, compare, describe, analyze and contrast and be sure you understand what you're being asked to do. If the question says to compare two items it won't do to simply describe them. Secondly, work your way from the easiest questions to the hardest questions, being careful to think through each answer before you write.

FILL-IN-THE-BLANK Sometimes called "completion" exams, such tests require you to provide the correct word or phrase that completes the statement. One way to study for this type of test is to organize the material into definitive statements.

IDENTIFICATION You usually find such tests in the lab sections of science courses. You're shown a collection of specimens which you have to identify and list several distinguishing characteristics for each item. Another type of identification test provides the name of a person or place and asks you to supply as many facts as you can about that person or place.

MATCHING The task here is to associate an item on one list with its complement on another list — for instance, matching people's names with their accomplishments, words with definitions and the like. Obviously, you should first match the items you are most sure of and then match the remaining items through the process of elimination. Check the instructions before you start. Be sure to find out if any of the answers can be used more than once.

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MULTIPLE CHOICE Theoretically, such tests should be easy because the answer is one of the alternatives and through elimination you should be able to figure out which one. A common mistake people make is to choose the first statement that seems right without reading the rest. The object of multiple choice tests is to have you choose the **best** answer from several statements.

OPEN BOOK Most open book exams are constructed in such a way that you cannot readily find the answer in the textbook. For example, you may be told to analyze the facts or interpret them in some way. Nonetheless, the book can help you recall buzz words and phrases.

ORAL EXAMS These are probably the hardest of all exams because most people are better at padding their writing than their speech. Do not attempt to bluff your way through a question you're not prepared to answer. Instead, consider for a moment what you can talk about with some assurance.

MATHMATICAL OPERATIONS The best way to study for these tests is to practice with problems until you are confident that you understand how to use the formula. When you complete each problem on the test, recheck each step in the solution.

SHORT ANSWER This kind of test requires you to answer each question in a phrase or sentence rather than in paragraphs as required on an essay exam. You study for it much as you do for an essay exam.

TAKE HOME This type of exam is really a series of short themes which you prepare outside of class, using whatever resources you want. Teachers usually set limits on the length of the answers. The teacher expects you to produce well-crafted answers when you're working in the quiet of your own room.

TRUE-FALSE You read a statement and decide if it is true or false. It's as simple as that. Don't try to interpret a statement too closely — most true-false questions are clearly stated — but do look out for words such as **always, never** or **only** which usually indicate that the statement is false.

Source: Unknown

TIP LIST FOR STUDENTS

Here are some very helpful test taking tips about

- getting ready physically and mentally,
- making the best use of your time,
- making fewer mistakes and
- more!

Getting ready . . . physically and mentally

Get plenty of sleep the night before the test. "Cramming" won't help.

Don't take a test when you are hungry. Eat your breakfast or lunch.

Be on time and be alert.

Put everything else out of your mind and think only of doing your best.

Dress comfortably.

If you wear glasses, be sure you have them and wear them!

Making the best use of your time

If the test is timed, don't rush, but don't dally either.

Answer the easy questions first.

If you're stumped by a question, go on with the test and come back to it later.

Make a note on scratch paper of the questions you want to go back to so you can find them easily.

If you finish early, look over your answers.

Making fewer mistakes

Read all directions. Understand what you're supposed to do.

Ask the person giving the test for help if you don't understand the directions.

Carefully read questions and ALL of the answer choices.

Try to eliminate some of the answer choices as wrong; this increases your chances of selecting the correct answer.

Miscellaneous tips

Don't panic! Tackle questions one at a time rather than thinking about the whole test at once.

Use relevant content information from other test questions where possible.

Don't "score" your answers as you take the test.

Trust your first answer; change an answer only if you feel you must.

Remember, there is usually no pattern of correct answer choices.

GENERAL TEST-TAKING STRATEGIES

A. TIME-USING STRATEGIES

1. Set up a schedule for progressing through the test.
2. Work as rapidly as possible with reasonable assurance of accuracy.
3. Answer the easiest questions first.
4. On scrap paper, keep a record of the items to which you would like to go back.
5. Use time remaining after completion of the test to go back and look at your answers.

B. ERROR-AVOIDANCE STRATEGIES

1. Pay careful attention to directions. Determine the nature of the task.
2. Determine the nature of the question.
3. Ask the examiner for clarification, when necessary, if it is permitted.
4. If you are using a separate answer sheet, make sure to record the answer in the correct position on the sheet.

C. GUESSING STRATEGY

Don't make wild guesses. Many times you can get the correct answer by a process of reasoning and eliminating wrong answers.

D. MISCELLANEOUS TIPS

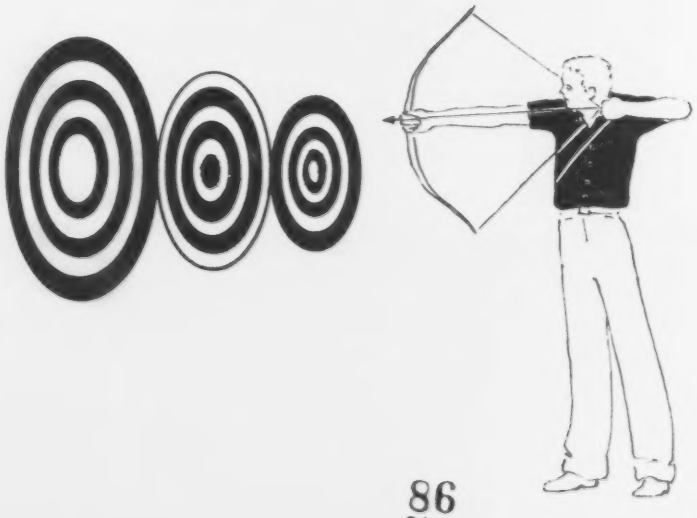
1. Only change an answer if you are sure the first one you picked is wrong.
2. Examine carefully all possible responses before attempting to choose the correct answer.
3. Use relevant content information provided in other test items.
4. Tackle items one at a time rather than thinking about the whole test.
5. Do not expect to find a pattern in the positions of the correct choices.

ATTACKING MULTIPLE CHOICE ITEMS

Many tests contain multiple choice questions. These questions offer you four or five possible answers. Your job is to select the best answer. Wrong answers are often partly correct. These partly-true choices are inserted to force you to think and work carefully.

USE THESE METHODS TO ANSWER MULTIPLE CHOICE QUESTIONS CORRECTLY:

1. Read the question carefully. Identify the key-phrase in the question.
2. Mentally reject answers that are clearly wrong; concentrate on the remaining answers. The more answers you eliminate in this way, the better chance you have of answering the question correctly.
3. If several answers are plausible, use key words to help pick the correct answer.
4. If the question is in the form of an incomplete statement, try to complete the statement before you look at the suggested answers. Then see if the way you have completed the statement corresponds with any of the answers provided. If so, that choice is likely to be the correct one.
5. Use your head! Make shrewd inferences. With a little thought and the knowledge you have, answers can be reasoned out.



TEST-TAKING SITUATIONS AND YOU

Read the following sentences carefully. Indicate your answer by placing a check (√) in the appropriate box. **Answer all items in the order given.**

TRUE ☐ FALSE ☐ 1. It is better to start answering items on a test as soon as the testing session begins.

TRUE ☐ FALSE ☐ 2. It is best not to review any answers to questions.

TRUE ☐ FALSE ☐ 3. It is easy to figure out what is expected of you without reading the directions.

TRUE ☐ FALSE ☐ 4. If you are uncertain of an answer, it is usually best to make a thoughtful guess.

TRUE ☐ FALSE ☐ 5. When responding to a multiple choice item, read all the possible choices before responding.

TRUE ☐ FALSE ☐ 6. It is better to guess blindly than to spend time trying to figure out the correct answer.

TRUE ☐ FALSE ☐ 7. It is possible to eliminate answer choices on the basis that they are absurd, or unrelated to the question.

TRUE ☐ FALSE ☐ 8. Information contained in one item may provide a clue to answering another item.

Continued on next page

TRUE ☐ FALSE ☐ 9. You have a better chance of achieving a high score if you are anxious while you are taking a test.

TRUE ☐ FALSE ☐ 10. It is not necessary to ask questions about the directions for a test.

FOLLOWING DIRECTIONS

SITUATION

You received a failing mark on a reading test. After reviewing your answers with the teacher, you realized that you had not completely understood the directions. What is your new attitude toward reading directions?

DIRECTIONS: Circle the letter which matches the answer you choose.

1. You are tested so often that reading directions
   A. is unnecessary.
   B. is only for the slower students.
   C. takes up valuable time.
   D. is clearly a necessary part of testing.

2. If directions are not clearly understood you should
   A. guess.
   B. ask the teacher.
   C. avoid admitting it to others.
   D. tell the teacher after the test.

3. In order to work as fast as possible you should
   A. start the test before reading the directions.
   B. read the directions before starting the test.
   C. read the directions when you're finished.
   D. avoid asking questions about the directions.

4. Reading the directions to each part of the test is
   A. necessary.
   B. unnecessary.
   C. seldom important.
   D. often confusing.

PHYSICAL AND EMOTIONAL READINESS

1. Develop a good attitude toward the exam. To do well on an exam, you must think positively. Put everything else out of your mind and think only of doing well on the test.

2. Don't panic. Feel confident; this comes from preparing yourself for the test.

3. Get plenty of sleep the night before the test. "Cramming" at the last minute is an ineffective approach to taking a test.

4. Have a good meal before leaving home. You will need a good breakfast to keep you alert during the test.

5. Be on time. Get up early enough so that there will be no need to rush.

6. Go into a test situation alert but calm.

HOW DO YOU STUDY?

1. WHERE DO YOU STUDY? Choose a place at home to study where you feel comfortable, and study in that place. Try to remove as many distractions as you can from your study environment. A distraction is anything that takes your attention away from studying.

2. WHEN DO YOU STUDY? This depends on you. When are you most alert? Try to do your studying at that time. It's helpful to most people to have a definite time for studying and to start working at the same time each day.

3. HOW LONG CAN YOU STUDY? Experiment to find out. If you can concentrate for 15, 20, or 25 minutes, plan to study that long and then do something active and fun for a few minutes before you start again.

4. DO YOU HAVE THE CORRECT MATERIALS? Before you leave school, ask yourself, "What will I need to take home tonight?" and then take what you need with you. Have your materials together when you start to study?

5. HOW DO YOU BEGIN TO STUDY? Before you start to study, ask yourself what you want to accomplish in this study session. Set goals for yourself. These goals should be things that you can really do in the time that you have.

PACING

SITUATION

You have 30 minutes to answer 50 questions on a mathematics test. You want to answer as many questions correctly as possible. What pacing skills should you consider? Mark **True** or **False** in front of each statement listed below.

_____ 1. At first, skip test items that seem especially hard.

_____ 2. Use any time remaining after you have completed the test to review answers.

_____ 3. Set a mental schedule for progressing through the test.

_____ 4. Begin working as soon as possible and maintain accuracy in marking answers.

_____ 5. Don't waste time reading all possible answer choices.

PRACTICE EXERCISES FOR IMPROVING TEST-TAKING SKILLS

Level F
Answer Key

TEST-TAKING SITUATIONS

1. F
2. F
3. F
4. T
5. T
6. F
7. T
8. T
9. F
10. F

FOLLOWING DIRECTIONS

1. D
2. B
3. B
4. A

PACING

1. T
2. T
3. T
4. T
5. F